

986786212

HOUSE BILL NO. 427

Offered January 15, 1998

A BILL to amend and reenact § 22.1-253.13:3 of the Code of Virginia, relating to Standard 3 of the Standards of Quality.

Patrons—Dillard, Almand, Bennett, Bloxom, Callahan, Councill, Darner, Deeds, Grayson, Hull, Moran, Murphy, Orrock, Plum, Puller, Rhodes, Van Landingham, Van Yahres and Watts; Senators: Couric, Edwards, Houck, Saslaw, Ticer, Trumbo and Woods

Referred to Committee on Education

Be it enacted by the General Assembly of Virginia:**1. That § 22.1-253.13:3 of the Code of Virginia is amended and reenacted as follows:**

§ 22.1-253.13:3. Standard 3. Accreditation, other standards and evaluation.

A. The General Assembly recognizes the need for the Board of Education to prescribe requirements to ensure that student progress is measured and that school boards and school personnel are accountable.

B. The Board of Education shall promulgate regulations establishing standards for accreditation pursuant to the Administrative Process Act (§ 9-6.14:1 et seq.) which shall include, but not be limited to, student outcome measures, requirements and guidelines for instructional programs, administrative and instructional staffing levels and positions, pupil personnel services, special education program standards, auxiliary education programs such as library and media services, course and credit requirements for graduation from high school, community relations, and the philosophy, goals, and objectives of public education in Virginia. In revising the standards for accreditation, the Board shall seek to set pupil-teacher ratios for educable mentally retarded (EMR) pupils that do not exceed the pupil-teacher ratios for self-contained classes for pupils with specific learning disabilities. The Board shall review annually the accreditation status of all schools in the Commonwealth.

The Board's regulations on accrediting schools shall include (i) in the instructional programs, a requirement for all school boards to develop and implement a family life education program which promotes parental involvement, fosters positive self-concepts and provides mechanisms for coping with peer pressure and the stresses of modern living and shall include instruction as appropriate for the age of the student in family living and community relationships, the value of postponing sexual activity, human sexuality, human reproduction, and the etiology, prevention and effects of sexually transmitted diseases; and (ii) in the minimum staffing requirements, according to the type of school and student enrollment, requirements for employment of (a) principals in elementary schools, one half-time to 299 students, one full-time at 300 students; principals in middle schools, one full-time; principals in secondary schools, one full-time; (b) assistant principals in elementary schools, one half-time to 600 students, one full-time at 900 students; assistant principals in middle schools, one full-time for each 600 students; assistant principals in secondary schools, one full-time for each 600 students; (c) librarians in elementary schools, one part-time to 299 students, one full-time at 300 students; librarians in middle schools, one-half time to 299 students, one full-time at 300 students, two full-time at 1000 students; librarians in secondary schools, one half-time to 299 students, one full-time at 300 students, two full-time at 1000 students; (d) guidance counselors in elementary schools, one hour per day per 100 students, one full-time at 500 students, one hour per day additional time per 100 students or major fraction thereof; guidance counselors in middle schools, one period per 80 students, one full-time at 400 students, one additional period per 80 students or major fraction thereof; guidance counselors in secondary schools, one period per 70 students, one full-time at 350 students, one additional period per 70 students or major fraction thereof; (e) clerical personnel in elementary schools, part-time to 299 students, one full-time at 300 students; clerical personnel in middle schools, one full-time and one additional full-time for each 600 students beyond 200 students and one full-time for the library at 750 students; clerical personnel in secondary schools, one full-time and one additional full-time for each 600 students beyond 200 students and one full-time for the library at 750 students; (f) reading specialists in elementary schools, one full-time in each elementary school at the discretion of the local school board; (g) a combined school, such as kindergarten through twelve, shall meet at all grade levels the staffing requirements for the highest grade level in that school; this requirement shall apply to all staff, except for guidance counselors, and shall be based on the school's total enrollment; guidance counselor staff requirements shall, however, be based on the enrollment at the various school organization levels, i.e., elementary, middle or secondary school.

C. The Board shall also establish requirements for certification of teachers, principals, supervisors and other professional staff and determine eligibility for appointment as a local division superintendent.

INTRODUCED

HB427

60 D. The Superintendent of Public Instruction shall develop and the Board of Education shall approve
61 criteria for determining and recognizing educational performance in the Commonwealth's public school
62 divisions and schools. Such criteria, when approved, shall become an integral part of the accreditation
63 process and shall include student outcome measurements. One year following the approval by the Board
64 of such criteria, the Superintendent of Public Instruction shall annually identify to the Board those
65 school divisions and schools that exceed or do not meet the approved criteria. The Superintendent of
66 Public Instruction shall assist local school boards in the implementation of action plans for increasing
67 educational performance in those school divisions and schools that are identified as not meeting the
68 approved criteria. The Superintendent of Public Instruction shall monitor the implementation of and
69 report to the Board of Education on the effectiveness of the corrective actions taken to improve the
70 educational performance in such school divisions and schools.

71 E. In order to assess the educational progress of students, the Board of Education shall also (i)
72 develop appropriate assessments which may include criterion-referenced tests and alternative assessment
73 instruments which may be used by classroom teachers; (ii) prescribe and provide measures, which may
74 include nationally normed tests, to be designated as the Virginia State Assessment Program, which shall
75 be used to identify students who score in the bottom quartile at selected grade levels; and (iii) prescribe
76 and provide literacy tests in reading, writing and mathematics which shall be administered to students in
77 grade six and to students who have not successfully passed them in grades seven and eight.

78 F. Each local school board shall maintain schools which meet the standards of accreditation as
79 prescribed by the Board of Education. The accreditation status of all schools in each local school
80 division shall be reviewed annually in public session. Within the time specified by the Board of
81 Education, each school board shall submit corrective action plans for any schools within its school
82 division that have been designated as not meeting the criteria for determining effectiveness as approved
83 by the Board.

84 G. Each local school board shall also provide teachers and principals with (i) periodic in-service
85 training in preparing tests and other assessment measures and (ii) methods for assessing the progress of
86 individual students, including Standards of Learning assessment materials or other criterion-referenced
87 tests which match locally developed objectives.

88 H. In order to assess the educational progress of students as individuals and as groups, each local
89 school board shall require the administration of appropriate assessments, which may include
90 criterion-referenced tests, teacher-made tests and alternative assessment instruments and shall include the
91 Virginia State Assessment Program, the Virginia Literacy Testing Program, and the National Assessment
92 of Educational Progress state-by-state assessment. Each school board shall analyze and report annually,
93 in compliance with any criteria which may be established by the Board of Education, the results from
94 the Virginia State Assessment Program and the Virginia State Literacy Testing Program to the public.